

In The Process of Learning the Native Language in Primary Schools as a tool for the Development of Creative Thinking and Intellect of Students

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Abstract

The initial course of the native language is an essential component of the school curriculum. Native language in schools with the native as language of learning is not only an object of study, a separate school subject, but also a means of learning of other school subjects and while mastering the ability to learn, students learn their native language - a key to knowledge, education, and development of intelligence.

Goals, objectives and content of the research study of the native language in primary school are determined by branch "Languages and Literature" of State standard of primary general education (2011).

The main aim of the study is to lay the basis for the formation of communicative competence of students in accordance with their interests and capabilities, what is provided by the systematic training of all kinds of speech activity on the basis of a certain range of knowledge of language and language skills. The study of the native language should also promote the development of spiritually rich personality, who is able to learn and to navigate in the information flow by themselves.

Keywords: education, intelligence, creative thinking, development, primary school, native language, curriculum, formation of personality.

Introduction

Achieving the main goal of teaching the native language is carried out in the course of solving the following tasks:

Development of children's positive motivation for language learning, of communicative motive; desire to know the native language, learn its laws; education of careful attitude to the word, and respect for the language as part of the national culture;

Provision of the harmonious development of all types of speech activities (listening, speaking, reading, writing);

Mastering basic knowledge of phonetics and graphics, grammar, vocabulary, morphemics, text linguistics;

Formation of calligraphy, spelling and punctuation skills, speech skills, providing perception, reproduction and creation of statements in oral and written form;

Enrichment of the vocabulary, the formation of the ability to use different types of dictionaries;

Provision of conscious mastering of ways of application theoretical knowledge and spelling rules in speech activity;

Upbringing of language personality, who cares about the quality of his/her voice and uses it skillfully;

The development of ethnic consciousness of students who are carriers of the native language. During studying of native language by students with other nationalities, formation of students' sense of belonging to the multinational people; encourage the development of their civil and patriotic feelings;

Familiarizing with cultural heritage of the native people;

Instilling in the students interest in each other, respect and attention to the thoughts and feelings of their classmates;

Aesthetic, emotional, and moral development of pupils;

Formation of humanistic outlook, formation of the intellect and the spiritual world of students, familiarizing them with national and universal values;

Instilling positive and careful attitude to the book as a cultural object;

Formation of learning skills.

The whole process of learning the native language is subject to development in primary school children of communicative (language and speech), and socio-cultural activity-related competence, under the leadership of the speech content of training line (1). This significant indicators of

formation of key competencies is students' demonstration of communicatively justified, free and proper use of the native language units not only during the lessons of the immediate speech directivity, but also in the study of other subjects, as well as in an unfamiliar situation and free time.

An important aspect of the study of the native language – the development of imaginative and logical thinking, cognitive interests, moral and aesthetic education of students, familiarizing children with universal values, the development of the creative potential of students.

During the initial learning of the native language there is a merge of learning, development and instilling of pupils into single organic process.

The native language course in primary school is built in accordance with such basic lines of content: speech, language and socio-cultural activity.

Speech line of content requires the formation and development of oral and written speech of pupils and their ability to use language as a means of communication, knowledge and self-knowledge, influence, self-development and self-improvement (2). It is ability to perceive and understand speech, to create their own written and oral dialogical and monologic utterances of different types, styles, and speech genres in different spheres of life, to use different types of listening and reading, to engage in dialogue with the observance of speech etiquette requirements, to express their thoughts correctly and communicatively expedient, to analyze texts, to evaluate and improve their own speech activity, mastering rhetorical skills, etc. For this purpose, all kinds of speech activity are improved that children captured in the preschool years, and which are new formations in the early school years (3). The implementation of speech line enables the interaction of the other three lines of native language learning content.

Language Line of content is aimed at the assimilation of the students knowledge of the language, the formation of language skills and is developed with consideration of the fact that the initial course of learning native language and the formation of students' abilities to perform certain kinds of linguistic analysis has the propaedeutic character. This work should be subordinated to the interests of the child's development of orthoepic, lexical, grammatical, spelling skills, i.e. the assimilation of norms of the literary language and culture of speech. It is carried out considering peculiarities of speech in the country, which are determined by proximity and interaction of languages.

The socio-cultural content line is a mandatory component of the work on speech and language lines and involves the formation and expan-

sion of knowledge of pupils about the culture of the peoples (4); assimilation of national formulas of speech etiquette, communication rules and their usage for communication with people of different age groups and status in various areas of communication; An important aspect of the social and cultural work is to develop students' ability to observe the rules of social behavior, tolerant attitude towards people from other cultures.

The activity line of content is aimed at the formation of the key competence of younger pupils - the ability to learn, which includes training and organizational skills (to be able to organize their workplace; to solve educational problems in the interaction with classmates in pairs or small groups; orient in time, learn how to preserve and distribute it; plan the sequence of tasks; predict the results of operations; to complete the work); educational and informational (to be able to work with textbooks, teaching aids, and to use extra reference books, to listen intently, to formulate questions, to answer conclusively); educational and intellectual (to analyze language and speech objects, to compare them, to allocate the main things in it, to generalize, to make conclusions, establish connection between the new material and the previously studied, to express and demonstrate their own opinion, be able to model, combine, add, keep, convert the material); control and evaluation (to know different ways of checking and monitoring of their activities, to know the ways of correcting errors, to assess their actions and the actions of others). And all these factors directly linked to the development of children learning motivation (5, 6).

These language learning lines together form speech competence of the student, help to create his language personality.

The organization of initial course of the native language learning should be based on the following principles:

Humanistic nature of education, priority of universal human values, human life and health, free development of personality;

The continuity and perspectivity pre-school, primary and basic education;

Development of each child as a subject of relations with others - peers and adults;

Realization of the right of every child to good quality education, considering their individual abilities and rate of development;

A variety of organizational forms of learning that provide motivation to study their native language and opening of creative potential of children, development of skills of learning activities, the development of cog-

nitive motives, enrichment of collaboration styles with peers and adults in learning and cognitive activity;

Active use of the life experience of each student in the development of all kinds of speech activity;

Preservation and strengthening of psychophysical and spiritual health of students, providing them with emotional well-being;

Training of civicism (7), hard working, respect for others, love for family members, respect for nature;

The feasibility of using forms, methods and techniques of learning.

Achieving the educational goals of language learning is possible under optimal and integrated application of methods and techniques of classical methods of teaching the native language and innovative educational technologies of developing education.

Materials and Methods

Systematic language development of pupils is done in correlation with the assimilation of language material and the development of thinking (9, 10, 11). Each lesson includes a variety of speech activities: listening and reading (comprehension of heard or read) (12); construction of monological statements (oral and written answers on the subject of the studied material, presentation, works) (13); participation in the dialogue (analysis, formulation, playing out in roles, evaluation) (14); speech situations are created, which naturally give rise to the idea and encourage to implementation of it in a speech, in creative activities (15).

Literacy training

Implementation of the organizational and substantive aspects of the process literacy training is based on principles of accessibility and prospects, individualisation and differentiation, as it involves accounting of skills acquired by children in preschool age, development or correction of abilities to perform a sound analysis of words, read and write, sit correctly at a desk and hold the pen.

Literacy training is divided into 3 periods: pre-alphabetic, alphabetic, after-alphabetic.

Pre-alphabetic period includes the development of oral speech of first-graders (ability to listen, to understand other people's speech, the ability to speak); the formation of basic analytical and synthetic abilities to work on the text, sentence, word, speech sounds; training arm for writing. Duration of pre-alphabetic period is determined by the teacher considering the preparation of students (2-4 weeks).

During alphabetic period first-graders are mastering basic skills of reading ABC book, writing in notebooks with a printed base and in notebooks with a grid for the first class, relating sound and alphabetic composition of the word, modeling and constructing of words and sentences in the analytic-synthetic activities. In addition, work continues to develop the ability to listen, to understand spoken language, to build their own statements, to engage in dialogue; to form the initial ideas about language and language abilities.

After-alphabetic period is designed to improve the ability to read and write, for the development of speech, the ability to perform basic analytic-synthetic operations with linguistic units of different levels. Lessons in this period prepare students for studying in 2nd form separate courses - the native language and reading. Duration of after-alphabetic period is adjusted by teacher considering training students of a particular form.

Taking into account age features of first graders, it is not recommended to intensify the process of writing teaching. In particular, the learning of writing capital (big) letters of complex configuration can be carried out not simultaneously with the writing of the relevant training lowercase (small) letters, but with a certain interval. Training of six-year-old first-graders to write non-separately is possible only in cases where the non-separable compounds of letters are natural, and do not require re-run on the same line or the return of the hand back. In working with children who have dominated the action of the left hand, after consulting with a psychologist (the doctor), the teacher should accordingly correct method of teaching writing such children without insisting on their retraining.

An important part of the literacy training period is the development of first graders' interest in the book, the formation of the ability to work independently with it. In the 1st for work with the book suggests flipping, viewing the book, figuring out if it is written in column (verses) or long lines, (the word "prose" is not used), if it is one or more works in the book, where (on which page) it is beginning and end, etc. on the basis of illustrations, title, which reads the teacher pupils learn to think on the possible content of the text, and after listening the conclusion of the correctness of their assumptions is made. Over time, children are drawn to reading the book title, the author's first name and last name, and by the end of the year- to independent reading children's books or its fragments.

In the 1st form once a week children have half a lesson to work with the children's book. In addition, on each lesson a few minutes devoted to

working with the ABC book as an academic book: children learn to flip it and find the given page, detect the symbols on the page and explain the meaning of gaming and other tasks.

Learning time in the programs for grades 2-4 is distributed with consideration of the fact that 10-12 hours in the educational process is needed for special formation and development of oral and written forms of speech activity.

In general, the distribution of hours in the program is as follows: from the total number of hours allocated to the native language in each grade (105 - in the 2nd grade, 87.5 - in grades 3 and 4), 4 hours of reserve time can be used by teacher according to his/her discretion, 7 hours are allocated for repetition at the beginning of the year, at the end of each period and at the end of the year.

The program is based on a student-centered and competence-based approach, which requires a clear definition of the impact of the assimilation of the content of the initial course of language, speech and language skills.

The initial program of teaching language has following sections: "Speech content line", "Language content line", "Socio-cultural content line", "The activity content line", "Graphic skills, writing technique, culture of written work design." The program of the 1st grade has "Literacy Education" section, which is a special and very important period of learning first-grade elementary reading and writing as a type of speech activity, emerging in close connection with Listening (auditory perception of another's speech), speaking (the transmission of thoughts and feelings in an oral statement); graphic skills, technology and culture written work design generated and mastered in the process of teaching children writing.

Results and Discussion

I. Speech content line

The program provides students acquire specific knowledge about speech, about the features of statements due to their communicative tasks, the situation of communication (who speaks, who addressed the statement, what is its purpose etc.). However, the main focus of learning (16) should be given to the development of skills of carrying out all kinds of speech activity: listening-comprehension, speaking, reading, writing.

The development of speech skills (17, 18) in accordance with the main areas of communication (personal, public, educational, professional), which are presented with such topics "School", "Family", "Human",

"Games", "Professions", "Nature. Plants, animals", " City, Village", " Homeland ", " Culture. Folk customs ", " Sport ".

The basis of the different speech skills is the ability to listen (19), to understand spoken language. Of course, students for whom the language is native, possess this skill in everyday life. However, the school continually increases vocabulary, complicates grammatical structure of speech, expands themes and complicates propositional logic proposed for listening. At the same time demands for speed, accuracy of perception of spoken language, understanding of listening, the ability to concentrate arbitrary attention for more extended periods of time are greatly increased. All this necessitates the development of listening, not only in primary school, but also at subsequent stages of education.

Reading is one of the types of language activity (20). The relevance of this type of speech activity is determined by the fact that reading helps to fill students' long-term memory with syntactic constructions which are needed to build separate written statements, and to enrich children's life experience. Therefore, lessons in grades 2-4 serve the development of the ability to read, to understand what have been read, to work with the book. This is facilitated by the widespread use of texts at native language lessons, any work on which should begin with the reading (aloud or silently), check for understanding, more or less detailed discussion. Specificity of work in reading at language lessons is that the children's attention is particularly drawn to the correct pronunciation and meaning of words, intonation of sentences different in structure, semantic partitioning with the help of pauses, melody etc. The systematic focused work on the formation and improvement of skills of correct and conscious, fugitive and expressive reading is done directly at the lessons of literary reading. In the primary grades regular training for working with textbooks in the native language is expected: development of the ability to use the table of contents, conditional marks, footnotes, tables, diagrams; to distinguish fonts and understand their purpose, to distinguish in the text of the textbook explanation of rules for learning, examples, to find the desired material on page and so on.

The development of speech activity skills also involves work on the speaking and writing, which includes analysis, planning, playing, building, editing pupils dialogical and monological utterances (oral and written) - based on the literary works which have been read or listened to, watched movies, stories of relatives and acquaintances about these or other events, events from everyday life of schoolchildren. An important part of the work is a compilation of oral and written statements to the immediate commu-

nicative purpose (note with an invitation, greetings, ads, etc.), as well as puzzles, tales, exciting stories. Thus it is necessary to be particularly attentive to ensure positive motivation (21) of students performing such tasks.

The whole process of learning the native language (22, 23) is subject to the development of skills of speech activity of students, the development of skills to express thoughts and feelings meaningfully and clearly in oral and written. Phonetic, lexical, grammatical, orthographical and language phenomena are facts are studied their the relationship and are focused on their usage in speech practice by students. Each lesson necessarily has a variety of types of speech activity: listening and reading (comprehension of what have been heard or read); construction of monological statements (oral and written presentation and essays); participation in the dialogue (analysis, formulation, playing out in roles).

Teaching building dialogic (24) and monological utterance (25) occurs at the language lessons and at the lessons of development of coherent speech. The content of coherent speech development lessons determined by the characteristics of the organization and implementation of the educational process in a particular grade, of interests and experiences of students. In the process of coherent speech development lessons performing reproductive and constructive and creative exercises and assignments should be offered to students.

II. Language content line

In primary grades, students receive a general idea of language as a means of communication, knowledge, influence, about the existence of different languages in the world (related and unrelated), about the state language and other languages, functioning in the country.

Initial learning of native language suggests propaedeutical work on the formation of students' knowledge of units of different language levels (text, sentence, word in its lexical and grammatical meaning, sounds of speech). The main attention should be paid to the practical aspects: work on the meaning of the word and quantitative growth of the vocabulary of students, enrichment of their speech by various grammatical forms, the development of the ability to use language means in accordance with the norms of the literary language (orthoepical, lexical, grammatical, orthographical), ability to analyze, assess own speech works, to improve them, the ability to use the alphabet, dictionaries and other reference books.

The most important task in the learning of spelling is to create spelling and punctuation vigilance, the ability to self-correct errors, comparing written with the sample.

The basis of spelling literacy is the ability to correlate the sound and graphic images of the word, denote the word sounds with the letters without omissions, substitutions, insertions, permutations of letters, correctly write words the writing of which is based on the direct relationship between sounds and letters (phonetic-graphic writing: school, friendly, etc.). In addition, students need to learn and apply spelling rules which are defined by program (algorithm of grammatical rules in 3-4 grades can have up to 4-5 steps).

Formation of spelling skills (26) include working on a list of words, and students should memorize their pronunciation and writing. Mastering of these words (from the current year and lists of previous years) is subject to regular monitoring.

Work on spelling also includes mastering the rules of use specified in the punctuation program.

III. The socio-cultural content line

The socio-cultural content line is a mandatory part of the process of competence-oriented language learning, and involves the formation and extension of pupils' knowledge about the material and spiritual culture of the people, taking into account the multicultural situation in other countries.

For this purpose in the learning process information is used about the historical events, about the folk tradition, about outstanding representatives of the people; reproductions of paintings by famous artists, samples (and / or image) of household items, works of folk art etc.

However, working with the educational materials having a socio-cultural component is not limited to the level ethnical culturology (the study of words denoting the real thing, customs, festivals, ceremonies and representing the cultural heritage of the people). It should have a primarily practical aim, and to promote tolerance as a basic principle of human communication; help students successfully master the different social roles, in accordance with certain life situations, taking into account age, gender, social status, and participants in the process of communication using appropriate communication rules and formulas of national speech etiquette.

The implementation of the socio-cultural line in the process of teaching is carried out primarily on the basis of work with texts, which display a features of culture of native people and other peoples of the world, their national thinking. These are texts of classical and contemporary children's literature, works of folklore, phraseological expressions, proverbs,

sayings, reflecting national characteristics of culture, nature and life experience of the people.

Selection of texts subject for listening and reading, dialogue and monological statements of students is carried out in accordance with the main areas of language use: personal, public, educational (text topics are not prescribed but it is suggested to deepen it in accordance with psychological and age characteristics (27) of the students and their socialization goals in subsequent schooling).

Personal area

Me and my family: surname, first name, native language, dreams, personal achievements; family members, their profession, family relationships, respect for elders, household chores, family traditions, holidays.

Friends: appearance, personality traits, common interests, relationships.

Healthy lifestyle: mode of the day, morning exercise, healthy eating, hygiene requirements for working with a computer and a mobile phone.

Rest and leisure: holidays, leisure time, games, hobbies, interests.

Sports: sports; participation in sports sections.

Public area

Homeland: My city (village, settlement); Our country - our common home; public holidays, historically famous places, national holidays and customs, the traditions of the peoples.

Trips and traveling: preparing for the trip, means of transport, views of nature, the difficulties and joys of traveling, souvenirs.

Nature: seasons, fauna and flora, features the nature of the country; attitude towards nature, nature protection.

Means of communication and technologies: television and radio, favorite TV / radio programs, computer, computer games, Internet, (mobile) telephone etc.

Art: prominent writers, artists, musicians; visiting exhibitions, museums, concert; traditional music, dancing;

Cinema, theatre, circus: going to the cinema, theater, circus; favorite movies, cartoons, performances, circus performances.

Society: the rights of the child, children's participation in various public projects, rules of behavior in various public places.; rules of behavior with acquaintances and strangers of all ages and status.

The educational area

School life: my school, my class, school supplies, favorite school subjects, on duty in the classroom, extracurricular activities, classroom and school wall newspaper; participation in competitions, contests and tournaments; respect for teachers, friendly relations with classmates.

Library: educational role of libraries, favorite books, authors, literary characters.

IV. The activity content line

The activity content line has a purely procedural nature and is aimed at ensuring the systematic development of mental abilities of students in the process of language learning, to master the basic, universal intellectual operations: to observe, to analyze linguistic phenomena, to compare, to allocate the main thing, to generalize, to draw conclusions. Important aspects of activity line are: students awareness of structure of their cognitive activity from setting goals, developing strategies of individual style of activity to the outcome; the formation of the ability to acquire knowledge, develop the ability to capture and evaluate the perceived information; work individually and collectively in the selection, search, studies conditions etc.

The strategic components of the activity-line are: development of students' creative ways to solve problems and exploratory nature; plan skills development, control (test and inspect the oral statements and written works), to evaluate educational activities and learning outcomes in accordance with the task and the conditions for its implementation; search for the best ways to achieve results; formation of the ability to be aware of the reasons for success or failure in learning activities, readiness for constructive action in situations of failure.

An important area of learning the native language is to upbringing the student who knows how to learn: development of elements of their educational autonomy, progress in the learning process from the reproductive activity to partially-search and creative, from the acting after the teacher, according to the model - to self-fulfillment of all tasks; mastering the ability to transfer knowledge and ways of working in the new situation, to work independently with a new, appropriate educational material; development of skills to work effectively with a book - a textbook, linguistic dictionaries and reference books, training habits to work with them.

Language learning should also be aimed at development of students' general learning skills: organizational, general, control and evaluative skills; for upbringing a sense of responsibility for their work; for the devel-

opment of the ability to form their own opinion on the issues discussed, to justify it, to prove the correctness of the views expressed.

V. Graphic skills, writing techniques, culture of written works designing

An important component of primary education is the formation of graphic skills and writing techniques. It is necessary to strive to ensure that primary schoolers writing is neat, legible, its speed satisfies educational needs of children considering their specific features.

Work on calligraphy, writing techniques is not limited to the period of literacy training in the 1st grade and continues in subsequent schooling. Attention to this aspect of writing is necessary not only in the performance of students of special exercises in the writing of individual letters and their elements, combinations of letters, words, but also in other written works (copying, writing under dictation, by memory etc.).

The writing work involves the development of students' written work design culture (beginning of the letter on the first upper main line of the page, indentation from the previous work, the title location on the middle of the line, compliance with paragraphs fields, accuracy of underlining, patches etc..).

It is an important task to form the skills of students writing on the blackboard with a focus on its area, to adjust the size of the letters, to maintain horizontal lines, to place the material appropriately etc.

Theoretical and Practical Implications

Conducting in the primary grades of regular developing training and inclusion of children in a constant search activity significantly humanizes primary education. This approach creates the conditions for development in children cognitive interests, stimulate the desire of the children to reflect and search, gives them a sense of confidence in the capabilities of their intellect. During these lessons the students get the emergence and development of forms of self-awareness and self-control, the fear of erroneous steps disappears, unwarranted anxiety is reduced, thus creating the necessary personal and intellectual preconditions for the successful course of the learning process.

The development of intellectual abilities is directly connected with all the main subjects of primary education. For example, the intensive development of logical thinking, attention and memory helps to better analyze and understand rules taught on the lessons of the native language.

Systematic training course creates favorable conditions for upbringing of thinking culture of primary schoolers, which is characterized by the

ability to manage mental activity, take the initiative to set goals and find ways to achieve them. There is no mental activity without development of imagination. It's no secret that the imagination is constructed from elements taken from real life, and is in direct proportion to the wealth and diversity of experience. It is impossible if development of imagination occurs without regard to the emotional sphere. Active introduction to the educational process of various educational games for the purpose of the intellectual development of younger students is one of the most important tasks of an primary school teacher.

Each age level has its own commitment to the development of some aspect of intelligence. It is defined by the presence of certain physiological and psychological preconditions that can ensure a good result in the interaction with favorable conditions for teaching.

Children of preschool and primary school age has predisposition for language (27, 28). They are easily and readily assimilate new words and phrases, master a variety of linguistic structures. Formation of the children's speech hearing and articulation are going without much difficulties. However, a predisposition to language, a combination of favorable external conditions for the full combination of speech is a temporary phenomenon. The ability to quickly master the language forms is clearly reduced over the years. Furthermore, if the speech formation is not performed in time by any reason, its development becomes extremely difficult in the future. A more mature brain and the acquired experiences are not the motivating factor in the initial speech mastering.

Perception, attention, thinking forms (visual-active, visual-figurative, verbal and logical) development are similar. Age features of development of children's intelligence, the results of the latest research in the field of psychology and pedagogy, practical experience of pedagogical work, all this gives the opportunity to create an integrated system of intellectual development of younger schoolchildren in the process of learning their native language. This system provides a realization of the educational process, in which each structural stage of the native language lessons in the study of linguistic material and at the same time it is formed and perfected a range of intellectual qualities of the person on this base.

This is achieved by making some changes in the content and organization of the learning process in the comparison with the traditional system.

Changing the content is carried out by:

Introduction of additional vocabulary during dictionary-orthographic works, fixing, repetition and generalization of the studied;

Increasing the scale of proverbs, sayings, set phrases at different stages of lessons;

Expansion of volume of work with the concepts and terms;

Inclusion of different text types in content of lessons.

Updated content of learning enhances students' horizons, deepen knowledge about the world, favors the development of the child as a person, activates the brain activity of children, makes it possible to efficiently use the features of primary school age for the full development of speech abilities of pupils.

More significant changes are provided in the organization of the native language learning process. They are associated with the implementation of a number of new guidelines for lessons, introduction of a new phase of their native language in the first grade, a significant change in the methods of teaching each structural stage of the lesson in all grades of primary school.

Along with the standard (29) there are new principles:

The principle of diversifying effect on a child's intelligence suggests that the teacher uses in educational work at language lessons such methods and techniques, selects and makes such kinds of exercises, performing which students not only form linguistic knowledge and skills, but both produce and improved a number of intellectual qualities. The set them may be variable, but in terms of quantity there should be at least four of them. For example, the development of verbal and logical thinking, attention, memory, verbal abilities.

The principle of an effective approach to learning lies in such an organization and conduction of the native language lessons, after which children search extraordinary ways of solving the problem, get maximal activation of their intellectual activity and improvement of intellectual qualities.

The principle of reasonable response requires a complete, consistent and conclusive explanation by students of the opinion in the course of all or majority of the exercises performed in the native language. The effectiveness of this principle depends on the teacher, who thus build a lesson and will generate knowledge that children will need to justify their point of view, their answers.

Effective implementation of the above principles depends on the principle of cooperation, business partnership of teachers and students. It

provides a combination of reasonable demands and rigor with great patience and respect for the personality of each child's opinion, point of view; ensuring attention of student to teacher's words and actions, respect for answers, thoughts and feelings of classmates. In other words, the child should not become dependent on the teacher or the author of text-book. Psychological freedom (30), atmosphere of warmth and trust provides an opportunity for children to strengthen themselves in search of new ideas and new knowledge.

To implement an integrated system of intellectual development of younger schoolboys there are used unconventional types of lessons (learning new material, reinforcement of knowledge, summarizing accounting-controls combined classes) while retaining all key stages (penmanship, orthographic and dictionaries works, physical education pauses).

Conclusion

Intelligent human development becomes particularly relevant in today's situation of society transition into the information development stage (31). It is known that in the information society, in contrast to the industrial, mainly produce and consume intelligence, knowledge, and most of the members of society engaged accordingly in the production of an information product. Therefore, in the outline of the information society education and intelligence fall into the category of national wealth, and the ability to live in it requires from members of society high intellectual level, information culture and creative activity.

Intellectual development emerges as an essential component of any human activity. In order to satisfy their need to communicate, learn, work a person should perceive the world, pay attention to the various components of the activities, realize what he needs to do, to remember, to think about. Therefore intellectual human ability are developed in the activities and are special activities.

Numerous observations of teachers, research of psychologists showed convincingly that the child who cannot learn, master the techniques of mental activity in the primary school, in the middle school usually goes into the category of underachieving. One of the important directions in solving this problem appears in the creation of the primary grades conditions, providing a full mental development of children, associated with the formation of stable cognitive interests and skills of mental activity, the qualities of mind, creativity and autonomy in the search for ways of solving problems.

Currently, great attention is paid to preparation of the young generation for creative activity in all spheres of social life. Therefore school increases its role in educating active, initiative, creative thinking and spiritually rich citizens. Psychologists found that the properties of the human psyche, the foundations of intelligence and all the spiritual sphere are formed mainly in the preschool and early school years, although the results of development are usually found later.

Development of thinking is the most important task of the modern school. Maturity of mental operations is a necessary condition for a conscious and lasting assimilation of academic disciplines, is material means of systematizing and developing of new knowledge. The success of educational activity depends in many respects from the characteristics of the development of thinking.

It is well-known fact that the study of the native language of children is considered to be one of the most difficult school subjects. On the one hand, the knowledge of the native language is given to the child since childhood, he/she takes possession of them as naturally as breathing and growing. On the other hand, it is a complex discipline that requires much effort.

General regulation of primary education said that the federal component of state standard of primary education is designed to ensure the implementation of one of the main objectives:

development of student's personality, his creative abilities, interest in teaching, the formation of desire and ability to learn.

Native language in school is a tool for learning, thinking and development, it has a rich creative enrichment. And the development of creative abilities leads to the formation of cognitive interests, the development of curiosity. Creative work and tasks excite "mental appetite"

Intelligence is reflecting system of various levels of complexity or technical nature of its organization, located between the reflecting incentives and reflected reactions, the system of capturing process, storing and linking information. For human it is a knowledge as an attribute of consciousness.

Formation of harmonious mentality is one of the main tasks of the pedagogical process. This task is not easy, but solvable. Students, like all people, have different mindsets: one have analytical mindset, others have visual-figurative, figurative and abstract thinking components of the third are developed relatively evenly. The task of teachers is to raise the level of

the logical and abstract thinking and intellectual development of students as high as possible.

Modern researchers have found that only 3-5% of brain cells work actively, while human intelligence is unlimited and unique. The problem is that unloaded cells are inactive and lose their activity, so they constantly need to be downloaded with the work. Therefore, besides the fact that teachers should give children a certain amount of knowledge, build up their relevant skills, they should also pay attention to the intellectual development of children.

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